

Smith's Wood Primary Academy



Relationships and Sex Education Policy

The Policy

Section 1: Intention

In reviewing this policy the school have taken account of the DfE RSE Guidance and the LA Guidelines for Sex and Relationships Education

This policy has been developed by the PSHE coordinator in consultation with the Healthy Schools Team, staff, parents and children.

Implementation from September 2018

Policy to be reviewed in September 2020

Section 2: Moral and Values Framework

The values that underpin our teaching and learning about relationships and about sex education in our school have been developed through consultation with the whole school community.

The explicit aims of our school are:

To create a safe, secure orderly and accessible learning environment
Set clear and consistent expectations for behaviour, centred around mutual respect
Develop independence and self respect amongst our children
Create a bright, stimulating, interactive place to learn
Develop positive links and communication between home, governors and the wider community to support children's learning
Provide an inclusive environment in which all children can succeed
in developing our aims and values around RSE, school staff have attended and participated in workshops as part of their on going professional development; parents have had the opportunity to attend a workshop; pupils have been involved in consultation activities. These have presented opportunities to explore attitudes and values with regard to RSE.

Section 3: Definitions

Relationships and Sex Education in our school supports learning about our bodies and growing up, puberty and reproduction within the wider context of relationships, feelings, emotions and respect for difference.

We are aware that areas of RSE are deemed to be sensitive within our school community. These areas include reproduction; same sex family groups; change to family groupings; potential conflict with teachings of some faith communities.

To support teaching in the classroom, ground rules will be developed and referred to; pupils will be given opportunities to write their questions in boxes which will be situated around the school and answered regularly; all responses will be made within the boundaries of the policy; issues of concern will be shared with the relevant person - parent/senior staff/school nurse.

Teaching staff will be supported through an ongoing programme of CPD and investment in updated resources to support delivery within the classroom and school will provide debrief time to allow and enable staff to reflect on sensitive and controversial issues which they have addressed in the classroom.

Section 4: Considerations

This policy has taken into consideration specific statements and/or procedures on:

- Parental withdrawal
- Involvement of outside agencies
- Confidentiality
- Complaints
- Equal opportunities
- Bullying
- Answering difficult questions
- Safeguarding
- Teaching and learning strategies and styles
- Behaviour
- SMSC

Section 5: Consultation

School staff participated in the consultation; parents have had the opportunity to attend a workshop; pupils have been involved in consultation activities and information from the ECM perceptions survey has informed development of provision.

Members of the healthy school team and the school nurse have supported our consultation processes. The school nurse has also been available for drop in sessions regarding RSE and parent classes regarding any concerns have been led by the school nurse. A mapping exercise across curriculum areas has integrated SEAL across science, RE and PSHE.

Section 6: Aims

The aims for our RSE provision are to:

- Provide an environment in which every child develops to their full potential academically, socially, physically, morally and spiritually.
- Provide a well balanced, exciting curriculum which allows the children to develop their knowledge, skills and understanding.
- Provide an environment where the children develop personal values and attitudes which will allow them to take their place in society with pride.
- Provide children with age appropriate information around relationships and sex
- Help lay the foundations for future work on sexual and reproductive health in secondary schools
- Contribute to the emotional and social development of our children
- Help children to develop their own sense of identity
- Support and build on the learning already established at home

The biological elements of RSE will be taught within science lessons, as set out in the National Curriculum science orders.

As part of science, children will be taught:
(Key Stage 1)

- to recognise and compare the main external parts of the bodies of humans and other animals
- that humans and other animals can produce offspring and that these offspring grow into adults
- to recognise the difference between themselves and others, and to treat others with respect and sensitivity

(Key Stage 2)

- that the life processes common to humans and other animals include nutrition, movement, growth and reproduction
- about the main stages of the human life cycle

Aspects of our SRE programme do not sit within the science orders. Parents may exercise their legal right to withdraw children from aspects of the programme outside the current statutory orders. We would encourage parents to discuss their concerns and reasons with the school, before withdrawing their child from any part of the RSE programme.

As part of RSE and by the end of KS1 children will be taught:

- to name the external parts of the body, using the correct names for body parts
- to understand the physical differences between male and female
- the agreed names of the sexual parts- penis, breast, vagina
- to recognise other 'differences' between girls and boys and where these (stereotypes) come from
- that all babies, human and animal, have mothers and fathers
- about how they have grown and changed since they were a baby and that they will continue growing and changing as they become adults
- to begin questioning whether children have to conform to gender stereotypes

As part of RSE and by the end of KS2 children will be taught:

- to identify parts of the reproductive system in males and females and describe their functions
- to consider appropriate terminology for use in different contexts
- to recognise and challenge gender stereotypes
- about keeping themselves safe when involved in risky situations
- recognise the pressure of unwanted physical contact and know ways of resisting it
- when it is appropriate to take a risk and when to say no and seek help
- about the processes of reproduction and birth as part of the human life cycle
- about the physical changes that take place at puberty
- that you have to take extra care with personal hygiene during puberty
- about changing emotions as they grow up
- that safe routines can stop the spread of viruses such as HIV
- what babies need in order to be happy and healthy
- about the demands of looking after a baby
- about how they can help care for babies and young children they know

RSE will be delivered using active teaching and learning methods. We will use distancing techniques to encourage objectivity into our lessons.

Section 7: Roles and Responsibilities

All staff will deliver RSE through their daily work. Class teachers will deliver specific aspects relating to puberty and reproduction with the support of the school nurse where possible. External agencies such as the school nurse will be invited to be involved in planning and co delivering some of the sessions.

The governing body have statutory responsibility for RSE delivered in school. The governing body will review the policy annually and monitor effectiveness.

In addition, they will ensure that the policy is made available to parents; staff have resources and training to deliver their role. The named lead for PSHE/PSD will lead the review, monitoring and evaluation of RSE.

Parents will be given opportunities to attend viewing of any DVDs school may use to enhance their teaching of puberty. School will source and recommend books for parents/carers which may help them discuss RSE with their children e.g. 'your mummy ate my football'

Section 8: Resources

When selecting a resource, teachers must decide:

- Is it age appropriate?
- Does it match the needs of the children?
- Does it match the learning outcomes for their age group?
- Is the material suitable for all children in the class? Are there any special circumstances relating to an individual child which may cause sensitivity?
- Is the resource in line with the school aims and objectives for RSE?

Teachers may seek advice on appropriate resources by consulting with the suggested titles list in 'Laying the Foundations - Sex and Relationships Education in primary schools'. Alternatively, they may seek the advice of the PSHE coordinator.

Section 9: Monitoring, Evaluation and Review

The school will monitor delivery of and learning about RSE on a termly basis to inform practice. The lead for PSHE will implement this role.

Parents, Governors and staff will be invited to review the policy. Pupils will participate in questionnaires /surveys which can inform the review process.

As part of ongoing CPD, staff will meet annually to discuss appropriate responses to challenging questions.

Section 10: Confidentiality Statement

When dealing with disclosures of personal information relating to SRE, all members of staff should ensure that they follow guidelines as set out on the 'Healthy Schools Solihull Flowchart to show process for handling any confidential information'. This should be available in all key areas across the school. It is important that children know that there may be certain information which staff may not be able to keep confidential.

SRE: What is Required By Law?

All schools must have an up-to-date policy, which is made available for inspection and to parents. The policy must:

- define sex and relationship(s) education;
- describe how sex and relationship(s) education is provided and who is responsible for providing it;
- say how sex and relationship(s) education is monitored and evaluated;
- include information about parents' right to withdrawal;
- be reviewed regularly. (Taken from SRE Guidance DfEE 0116/2000)